

The Influence of Sports Game Teaching on the Cultivation of Talents in Innovation and Entrepreneurship Education

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Abstract

Objective: In order to understand the impact of innovation and entrepreneurship education talent cultivation, the author proposes a study on the impact of sports game teaching on innovation and entrepreneurship education talent cultivation. The research object is the current situation of innovation and entrepreneurship among undergraduate students in a sports college of a certain university. Taking undergraduate students at the College of Physical Education of the University in 2019, 2020 and 2021 as the survey objects, sports games were carried out. A random questionnaire survey was conducted on some undergraduate students in 2019, 2020, and 2021 levels of the University's School of Physical Education. 242 questionnaires were collected and 250 were distributed, with a 97.67% recovery rate. According to the findings, students attending sports colleges recognize the necessity of innovation and entrepreneurship education but have a limited grasp of its value, as well as insufficient courses and structured training for innovation and entrepreneurship. It is critical to help sports college students fully comprehend the relevant national policies that encourage college students to innovate and entrepreneurship in order to provide them with solid knowledge, skills, and practical foundation for future employment or innovation and entrepreneurship.

Keywords: Sports Game Teaching, Entrepreneurship, Talent Training.

Introduction

The teaching concept of sports game teaching method has been a popular teaching theory and practical activity in recent years, and it can effectively exert teaching effects in teaching of many age groups and disciplines. Essentially, the sports game teaching method aims to fully stimulate students' fun, enthusiasm, and enthusiasm for learning, and then guide them to learn independently and explore relevant teaching content with a learning interest. At present, many schools mainly adopt two types of sports game teaching methods: digital games and game activities. Different sports game teaching methods are suitable for different age groups and disciplines. Teachers can use games, a form that students enjoy, to establish a good bond with students in practical teaching, and use games as the best communication platform, allowing more interactive teaching to develop on this platform. At the moment, the overall nature of innovation and entrepreneurial education initiatives is not especially encouraging. Despite the fact that the concept of innovation and entrepreneurship has provided systematic guidance for many industries in social development, there is still a gap between actual societal development and demand and innovation and entrepreneurship teaching in universities. There are several aspects in particular: First, from the perspective of

a company, there is a disconnect between society's actual development position and the practical teaching of innovation and entrepreneurship at several Chinese colleges. For instance, during the actual process of innovation and entrepreneurship education, schoolteachers or training facilities in many universities will treat students' innovative and entrepreneurial activities more leniently and will also encourage students to provide specific incubation policies and support. From the perspective of enterprises, many companies believe that students have not chosen innovation and entrepreneurship projects that are suitable for them based on their actual situation. For example, many students choose innovation and entrepreneurship projects that are closely related to their majors based on their own majors. Its advantage is that it can receive effective support from teachers in professional theory, but in practical innovation and entrepreneurship activities, the concept of innovation is not reflected, and it also lacks certain competitiveness in the market. Secondly, from the perspective of universities, university teachers are very supportive of students' innovation and entrepreneurship practical activities and are also very willing to carry out education related to innovation and entrepreneurship. However, students' innovation and entrepreneurship education activities can only rely on their own exploration of relevant policies and corporate needs because they are unable to provide valuable guidance for

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them in actual education and practical activities for a variety of reasons. This demonstrates that educators in universities and social enterprises alike are enthusiastic about providing students with hands-on learning opportunities about innovation and entrepreneurship. However, there are still a number of issues in the actual education of innovation and entrepreneurship, including deviations in overall education methods, insufficient guidance for related majors, and a lack of practical teaching activities. Students' effectiveness in innovation and entrepreneurship education will be affected in varying degrees by these issues (Stegmann et al., 2021). As shown in Figure 1.

Innovation is an important guarantee for social development and progress, and innovative talents are the basic requirements for talents in the 21st century. Due to its own characteristics, physical education plays a unique role in cultivating students' innovative ability. This paper probes into the role of sports game education in the training of innovative talents in colleges and universities, and puts forward the concrete measures for the training of innovative talents in colleges and universities in the hope of providing some references for the training of innovative talents in colleges and universities. With the rapid development of times and the rapid growth of social and economic level, the level of education in our country is constantly improving.

Colleges and universities are the key links of talent training, and also the key links to meet the needs of the society for talents. Therefore, the quality and level of college education are the focus issues of today's society. Under the tide of the development of The Times, science and technology are developing rapidly, and people's lives are changing with each passing day, which cannot be separated from innovation. Innovation is the source of the progress of the whole society, and the cultivation of innovation consciousness and ability is also the key issue to be considered in contemporary education. Sports games can not only exercise the body and coordinate the development of limbs, but also help to develop the brain and exercise students' thinking mode. The development of sports game teaching is helpful for students to constantly explore their own potential, change their way of thinking, and improve their coordination ability. In sports games, students not only train their bodies, but also hone their will, thought and ability, which helps students to constantly discover and improve themselves. These roles are difficult for other disciplines to relate to and surpass. Sports activities usually require students' personal participation. Experience and perception play an important role in developing and enlightening students, so it plays an extremely important role and significance in cultivating innovative ability.

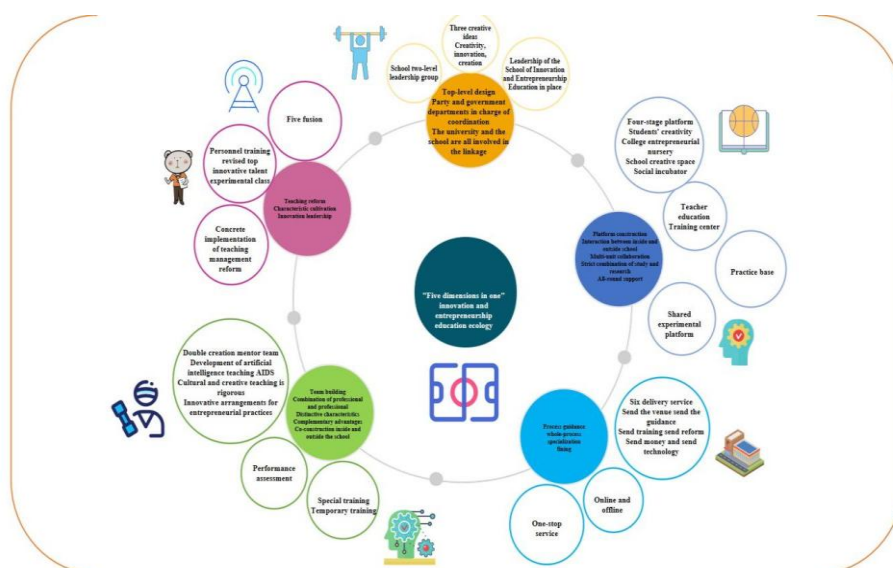


Figure 1: The Impact of Sports Game Teaching on Talent Cultivation in Innovation and Entrepreneurship Education.

Literature Review

The process of innovative education is the process of improving students' own value and realizing students' creative potential perfectly. The implementation of innovative education must first establish the goal, highlight the value orientation of developing innovative potential, and take developing students' innovative potential as the most

fundamental task of education to confirm. The establishment of the goal is related to the change of educational value, which needs educators to promote with clear rationality and high historical responsibility. We have entered an educational era marked by quality education. Our times are changing rapidly, and the competition is extremely fierce. Therefore, today's sports game teaching is an important position for us to train innovative talents. Only in the teaching, only in the physical

education to pay attention to and implement the training of innovative talents, we are worthy of being the people's teachers in this era. Fazal-E-Hasan, S. M. et al., believe that everyone is creative, and it is not the prerogative of some experts. For students, most of their time is spent in the classroom. Therefore, taking classroom teaching as the main channel to cultivate students' innovation ability and making classroom teaching an innovation process will make students always feel the pleasure of success, thus enhancing their learning interest, improving their innovation ability, and promoting the development of good non-intellectual factors in all aspects. In particular, learning motivation can be sustained, laying a solid foundation for their future development (Fazal-E-Hasan et al., 2021).

Methodology

Sports game teaching, since we want to train innovative talents in the new era in teaching, we should achieve the "explicit" teaching objectives. The so-called explicit teaching objectives, that is, teachers design, schools understand students clearly. The clarity of teaching objectives allows schools, teachers and students to work together to cultivate innovative talents. Games are the "catalyst" in physical education teaching. Traditional physical education is a boring and monotonous activity that must be practiced many times and repeatedly, which often makes students feel bored and lose interest in learning. If PE teachers can practice some teaching content in the form of a game at an appropriate time, they can greatly mobilize students' subjective initiative and develop their innovative potential. For example, when I was teaching the lateral shot-put in place, I used a kind of fight-style game to train the students: first, the students were evenly divided into several groups according to their level, and then each two groups fought against each other as a unit. Each group had its own position during the game, and the main task of the players was to blow up the opposing side's position (throwing the shot), which was far and near. Students choose the positions they can throw according to their own strength, and which group blows up all the positions of the other team first wins. Through this game, students learned to transform "dead knowledge" into "live knowledge" through the "processing" of the brain, and gradually formed a set of "problems -- exploration -- practice -- summary -- new problems... .." The learning style.

Research Object

Taking undergraduate students at the College of Physical Education of the University in 2019, 2020 and 2021 as the survey objects, sports games were carried out. A random

questionnaire survey was conducted on some undergraduate students in 2019, 2020, and 2021 levels of the University's School of Physical Education. 242 questionnaires were collected and 250 were distributed, with a 97.67% recovery rate.

Research Methods

I have reviewed and collected documents on the reform of innovation and entrepreneurship education in universities, as well as relevant literature materials from domestic sports journals.

Questionnaire Survey Method

A random questionnaire survey was conducted on some undergraduate students in 2019, 2020, and 2021 levels of the University's School of Physical Education. 242 questionnaires were collected and 250 were distributed, with a 97.67% recovery rate. There were 236 valid questionnaires, with an effective rate of 97.5%, among them (Semmelroth et al., 2022).

Results and Discussion

Survey on Career Positioning of Students in Physical Education Colleges and Universities After Graduation

Through the selection of majors in the college entrance examination and several years of professional learning in sports colleges, most students in sports colleges have relatively clear and diverse career orientations after graduation. The general plan for their future employment scope is as follows (Table 1): 75% of students from university physical education colleges have the intention to become physical education teachers; 58% of university sports college students have the intention to work as sports coaches; 55% of students from university sports colleges have an intention to start a business; 25% of university sports college students have the intention to engage in the sports industry; 30% of students from university sports colleges have the intention to engage in other jobs; 14% of students from university sports colleges have the intention to work as managers or clerks in other companies; 10% of students from university sports colleges also have the intention to engage in sports research. The results of the survey show that, despite the fact that sports college students only have a limited number of employment opportunities, the majority of them are still confident in their ability to find work in the future and have a variety of plans, with more than half of them intending to start their own businesses. This has established a relatively solid cognitive foundation for innovation and entrepreneurship education at sports colleges and for the expansion of employment opportunities in the future (Zhang et al., 2022).

Table 1*Questionnaire on Career Positioning of College Students in Physical Education After Graduation*

Occupation	Select Number of People/Person	Ratio/%
Physical education teachers	160	75
Physical exercise	140	58
Self-entrepreneurship	120	55
Sport industry	79	35
Other professions	75	30
Company management or clerks	20	14
Sports research	15	10

Attitude and Understanding of Sports College Students Towards Innovation and Entrepreneurship Education

In the contemporary climate of extensive innovation and entrepreneurship, college students' education in innovation and entrepreneurship has gained unprecedented attention. Many college students have developed a basis for their ideas and abilities for future work through entrepreneurship and entrepreneurship education. Furthermore, compared to the past, the acknowledgment of innovation and entrepreneurial education has expanded dramatically. The following was uncovered during investigation (Table 2): 30% of students in the university's physical education department believe that education in innovation and entrepreneurship is important; 70% of college sports students believe that education in innovation and entrepreneurship is important; 0.9% of college sports students believe it is irrelevant; and 0.9% of sports college

students believe it is irrelevant. However, sports college students' understanding of the connotations and approaches of innovation and entrepreneurship is not satisfactory in practice due to a lack of entrepreneurial mentors and insufficient course offerings (Table 3): Only 3% of students in the university's physical education department were well-versed in the meanings and methods of innovation and entrepreneurship; 70% of students only have a basic understanding of what innovation and entrepreneurship mean and how they work; Indeed, even 27% of understudies have no comprehension of the meaning and approaches of development and business. This state has a significant impact not only on students attending sports colleges' mastery of innovation and entrepreneurship knowledge and skills but also on their likelihood of future innovation and entrepreneurship success. Leaders and relevant management departments should take this matter seriously (Budak & Kara, 2022).

Table 2*Questionnaire on the Recognition of University Sports Game Education for Students' Innovation and Entrepreneurship Education*

Recognition Level	Select Number of People/Person	Ratio/%
Believing that entrepreneurship and innovation education is important	60	30
Believing that entrepreneurship and innovation education is important	150	70
Believing that entrepreneurship and innovation education is not important	3	0.9
Think it doesn't matter	3	0.9

Table 3*Questionnaire on the Understanding of Innovation and Entrepreneurship Connotation and Approaches among College Students of Physical Education*

Understanding Level	Select Number of People/Person	Ratio/%
Well understood	7	3
Understand a little bit	155	70
Not understanding	65	27

Current Situation of Students in Sports Colleges Learning Courses Related to Innovation and Entrepreneurship Education

The foundation for sports colleges' mass entrepreneurship education is the innovation and entrepreneurship curriculum. It fosters students' knowledge and skills in

mass entrepreneurship, builds a solid and systematic knowledge system of mass entrepreneurship theory and practice, and enhances college students' understanding of innovation and entrepreneurship. Up to 95% of students in our survey of students in the university's School of Physical Education (Tables 4 and 5) believe that sports colleges need to offer courses on innovation and

entrepreneurship, while only 5% of students believe that there is no need for sports colleges to offer courses on innovation and entrepreneurship. However, only 4% of sports college students regularly participate in innovation and entrepreneurship courses or tutoring due to limitations in teachers, textbooks, courses, majors, and learning enthusiasm; 70% of sports college students only occasionally take innovation and entrepreneurship courses or receive tutoring; 20% of sports college students have

never taken innovation and entrepreneurship courses or received tutoring; 7% of students are unsure if they have participated in innovation and entrepreneurship courses or tutoring. This finding emphasizes the significance and necessity of offering courses related to innovation and entrepreneurship education in sports colleges and suggests that there is a phenomenon of inadequate or unreasonable curriculum design in the field of innovation and entrepreneurship education (Doria & Nalebuff, 2021).

Table 4

Survey on Attitudes of University Sports Game Education Towards Innovation and Entrepreneurship Curriculum Setting

Attitude	Select Number of People/Person	Ratio/%
It is deemed necessary to establish	210	95
I don't think it's necessary to open	8	5

Table 5

Investigation form for College Physical Education Students Participating in Innovation and Entrepreneurship Related Courses

Participation Status	Select Number of People/Person	Ratio/%
Frequent participation	12	4
Occasionally participate	160	70
Never see	45	20
Can't explain clearly	15	7

Current Situation of Innovation and Entrepreneurship Education Practice for Students in Sports Colleges and Universities

Innovation and entrepreneurship education is a highly practical professional education, and the accumulation of relevant practical exercises and experience is a good foundation for students to effectively start businesses in the future. Due to the strong professionalism and skills of sports majors, many sports college students often use their expertise to participate in social part-time or work-study activities, according to our survey (Tables 6 and 7), 36% of the students in the physical education department of the university often participate in paid social part-time or work-study activities; Up to 57% of the university's physical education students occasionally participate in paid social part-time or work-study activities; Only 8% of the students from the university's sports school have not participated in paid social part-time or work-study activities. However, due to a lack of effective guidance or

mentors, up to 75% of the university's physical education students have not participated in various levels of "college student innovation and entrepreneurship" projects with stronger practicality and professionalism during their time in school, and only 24% of the students have participated in various levels of "college student innovation and entrepreneurship" projects during their time in school. This indicates that the participation of students in sports colleges and universities in more professional and systematic practical training for college students' innovation and entrepreneurship is still not high. College students' social part-time jobs are more blindly chosen for profit seeking behavior out of economic rewards or short-term benefits. Although this social part-time job or work-study program can also play a certain practical foundation for future innovation and entrepreneurship, However, the practical effect cannot be compared to the professional systematic training of the "College Student Innovation and Entrepreneurship Project" (Ogochukwu, 2021).

Table 6

Questionnaire for College Physical Education Students Participating in Social Parttime or Work-study Programs

Participation Status	Select Number of People/Person	Ratio/%
Regularly participate in work-study activities	85	36
Occasionally participate in work-study activities	120	57
Never occasionally participate in work-study activities	20	8

Table 7

Questionnaire on College Students' Participation in Innovation and Entrepreneurship Projects for College Students in Physical Education

Participation Status	Select Number of People/Person	Ratio/%
I have participated in major innovation projects.	55	24
I have not participated in any major innovation projects.	171	75

Investigation on The Main Factors Affecting Innovation and Entrepreneurship Education for Students in Sports Colleges and Universities

The vigorous development of the sports industry and sports economy has laid a better foundation for the innovation and entrepreneurship of sports college students thanks to the rapid and gradual improvement of the socialist market economy. However, the sports college atmosphere and environment are not ideal for innovation and entrepreneurship due to the negative effects of traditional talent cultivation models and other factors. According to the study findings, 60% of the students polled felt that the present innovation and entrepreneurship education provided by sports colleges is impacted by policy support. 75% of students polled believe that the current environment for innovation and entrepreneurship influences current innovation and entrepreneurship education in sports colleges; 73% of students polled believe that funding support influences current innovation and entrepreneurship education in sports colleges; 55% of students polled believe that courses related to these subjects influence sports colleges' innovation and entrepreneurship education; 58% of students polled believe that the guiding teacher influences current innovation and entrepreneurship education in sports colleges. 77% of students questioned felt that the practice of innovation and entrepreneurship influences contemporary innovation and entrepreneurship curriculum at sports universities. Policy, curriculum, faculty, practice, funding, and environment can be seen as important influencing factors that constrain innovation and entrepreneurship education in current sports colleges, as well as important goals for the reform of innovation and entrepreneurship education in sports colleges (Shepherd & Williams, 2023).

Knowledge and Skills That Should Be Strengthened in Innovation and Entrepreneurship Education for Students in Sports Colleges and Universities

Courses that are related to innovation and entrepreneurship are a good way to teach students at sports colleges both the knowledge and skills of innovation and entrepreneurship as well as the spirit of innovation and entrepreneurship. During the investigation of which knowledge and skills education should be strengthened in

sports colleges, it was found that: 70% of the students from the university's physical education department believe that knowledge and skills education related to enterprise management should be strengthened. 60% of students from sports colleges believe that knowledge and skills education related to sports marketing should be strengthened; 30% of physical education students believe that education on knowledge and skills related to corporate financing should be strengthened; 67% of students from sports colleges believe that knowledge and skills education in sports industry management should be strengthened; 38.94% of students from sports colleges believe that education on knowledge and skills related to sports brokerage should be strengthened; 59% of students from sports colleges believe that training and education in innovation and entrepreneurship practices should be strengthened; 23% of sports school students believe that knowledge and skills education in sports venue management should be strengthened; 25% of physical education students believe that knowledge and skills education on sports facilities and equipment, as well as sports clothing, shoes, and hats management, should be strengthened. It is evident that sports college students' desire for innovation and entrepreneurship-related knowledge and skills should serve as a powerful driving force and guide for the current reform of college innovation and entrepreneurship education curriculum. We can cultivate popular in society and the market innovation and entrepreneurship-related talents, further expand the employment channels for sports college graduates, and enhance the innovation and entrepreneurship abilities and job competitiveness of sports college students only by establishing a highly integrated innovation and entrepreneurship education curriculum system with the job market (Henkel, 2021).

- (1) Most sports college students. The degree of recognition of innovation and entrepreneurship is high, but due to the lack of relevant courses, tutors and practices, students in sports colleges and universities have a low cognition and understanding of the connotation and ways of innovation and entrepreneurship education.
- (2) Students in sports colleges and universities are authorized to offer courses related to innovation and entrepreneurship education, but due to various

subjective and objective conditions, students' participation in the courses related to innovation and entrepreneurship education is low.

- (3) Students in sports colleges and universities have more work-study ways and practical opportunities by virtue of their professional knowledge and skills, but the proportion of students participating in more professional and systematic innovation and entrepreneurship projects is low.

Integration Practice of Sports Game Teaching in the Field of Innovation and Entrepreneurship Education

A new educational concept for carrying out practical and teaching activities related to innovation and entrepreneurship is urgently needed in light of the current state of innovation and entrepreneurship practice activities and the reasons for their limitations in development. The essence of the teaching principle of sports games is that educators use games to impart specific knowledge and information to students. This is a teaching method that is better suited for innovation and entrepreneurship education. Educators use games as a means of communication with students because of the students' natural interest in games and curiosity about new interactive media. This breaks away from traditional one-way preaching models and makes the process of information transmission more vivid. By incorporating interactive elements into the communication process, students can learn in a relaxed, fun, and positive environment, achieving education that truly puts people first and respects human nature. Accentuation is put on developing understudies' subjectivity and inventiveness, which is helpful for developing understudies assorted scholarly characteristics. The actual teaching activities of universities may be affected in some way by this teaching method, and students' and teachers' actual teaching activities may also be affected. In addition, society may adopt this teaching strategy to provide certain setback education to students in order to effectively improve their comprehensive literacy and skill sets.

- (1) The effectiveness of using sports game teaching methods in universities to achieve innovation and entrepreneurship teaching guidance. Universities can use sports game teaching methods to teach students basic literacy and related theories related to innovation and entrepreneurship. In traditional teaching methods, most universities adopt preaching and indoctrination teaching methods and methods to teach students relevant theories. This teaching method is very unsuitable for students with lighter personalities in the new era. Instrumentational teaching methods can cause students to lose interest in learning innovation

and entrepreneurship and their inner identity, thus preventing them from effectively using relevant theories to guide practical activities. Under the effective guidance of sports game teaching, teachers use digital games in game teaching methods to make students feel the true essence and value of innovation and entrepreneurship.

- (2) A crucial component of innovation and entrepreneurship education is the application of sports game teaching methods in society to provide guidance for frustrating education. However, many universities teachers' frustration education for students lacks guidance and influence over their innovation and entrepreneurship education activities, and frustration education for students has not served a practical educational role. For instance, college students who attempt entrepreneurship may face certain setbacks, both financially and psychologically, if they fail. They might lose interest in and motivation for activities related to innovation and entrepreneurship in subsequent social activities. In the field of innovation and entrepreneurship education, university instructors use sports game teaching techniques to reenact real-world innovation and entrepreneurship activities for students. In such sports game teaching, students may be able to truly experience the joy of entrepreneurial success and the frustration of entrepreneurial failure, as well as reflect on their shortcomings and rediscover the motivation for innovation and entrepreneurship.

In general, regardless of the setting in which gamified teaching is used to teach innovation and entrepreneurship, the most important thing is to give students a deep understanding and mastery of innovation and entrepreneurship through this gamified teaching method. Students should also be able to organically integrate the theory and practice of innovation and entrepreneurship with experience. Educational activities related to innovation and entrepreneurship should also be tailored to students' individual needs and preferences.

Integrate Innovation and Entrepreneurship Awareness Throughout All Aspects of Sports Games

Awareness of innovation and entrepreneurship actually refers to a mental capacity that directs one's actions. The teaching of traditional physical education curricula emphasizes more theoretical knowledge than it does innovation and entrepreneurship awareness. In order to fully utilize the crucial role that sports games play in cultivating students' awareness of innovation and entrepreneurship, it is essential to strengthen the incorporation of innovation and entrepreneurship awareness into the course content at this time. Traditional sports and competitive games are common to everyone,

such as basketball, volleyball, badminton, and other competitive games. In fact, simple theoretical knowledge and basic movements have been deeply ingrained in everyone's hearts. In any international or domestic arena, the knowledge you learn is almost the same as what your opponent learns. So how can you reflect this knowledge in sports games? This is an inspiration for students' innovative consciousness in sports games. For example, the game of "activity basket" is very different from ordinary basketball games. If students stick to the rules, it is difficult to win. Quick thinking and analysis before the game is the key to winning, predicting the possible activity route and range of the basket, and making corresponding arrangements, conduct orderly defense, passing, and shooting during the game. This way of changing traditional basketball matches has exercised students' imagination, judgment, and thinking abilities, laying a good foundation for cultivating their innovation and entrepreneurship awareness (Zhou, 2021).

Conclusion

How to strengthen the consciousness of innovation and entrepreneurship of college students is the content that every college must pay attention to, because it is not only the inevitable choice of college's own survival and development, but also the inevitable requirement of an innovative society. Cultivating students' sense of innovation and entrepreneurship through sports games is actually a great help for students to realize the meaning of life and self-value. With the continuous development and changes of society and The Times, the thinking methods and values of college students are always changing anytime and anywhere. More attention is paid to pragmatic, diverse and positive value orientation. Innovation and entrepreneurship education is still the fundamental approach and basic method for college students on the road to success. Therefore, sports games, which are of great significance in cultivating students' innovation and entrepreneurship consciousness, should be given full attention. Cultivating students' awareness of innovation and entrepreneurship is not accomplished overnight, and a single, simple sports game cannot be completed alone, which requires the joint efforts of students, universities and society.

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The primary objective of innovation and entrepreneurship education is to encourage students' enthusiasm for learning and their independence in all aspects. Innovation and entrepreneurship education can break away from traditional preaching and indoctrination teaching models by effectively incorporating sports game teaching methods. This will allow students to fully utilize their numerous advantages in a more suitable teaching environment for their own development, maximizing the comprehensive development of one's own comprehensive literacy. Every university needs to focus on how to increase college students' awareness of innovation and entrepreneurship because it is not only a choice that must be made for the survival and growth of universities themselves but also a requirement for an innovative society. Sports games are a great way to teach students about entrepreneurship and innovation and help them find meaning in their lives. The ways in which college students think and the values they hold are constantly shifting in response to the ever-evolving society and times. Positive, diverse, and practical value orientations receive more attention. Education in innovation and entrepreneurship continues to be the primary means by which college students can achieve success. As a result, sports should be given enough attention because they help students become more aware of entrepreneurship and innovation. It takes time to raise students' awareness of entrepreneurship and innovation, just as a single, straightforward sporting event cannot accomplish this alone. This requires cooperative endeavors of understudies, colleges, and society.

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